DOCUMENT RESUME

ED 281 804 SO 018 118

TITLE	Student Achievement Testing Program: Grade 3 Social Studies.
INSTITUTION	Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE	Nov 83
NOTE	35p.; For related document, see SO 018 117.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160) -- Collected Works - Serials (022)
JOURNAL CIT	Student Evaluation Branch Bulletin; v3 n9 Nov 1983
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; *Achievement Tests; *Educational Testing; Foreign Countries; Grade 3; *Multiple Choice Tests; Primary Education; *Social Studies; *Test Items; *Test Manuals
IDENTIFIERS	*Alberta

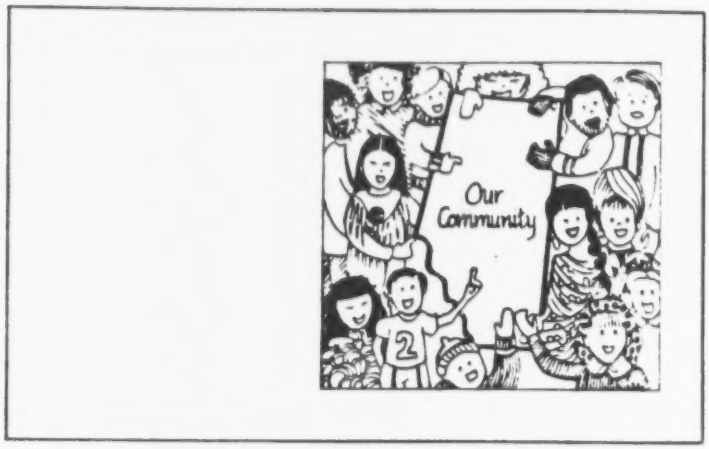
ABSTRACT

The purpose of this bulletin is to provide information about the Alberta (Canada) Grade 3 Social Studies Achievement Test. The Bulletin includes a general description of the Achievement Testing Program, a description of the Grade 3 Social Studies Achievement Test, an outline of the objectives to be tested, and the test blueprint. Student achievement is analyzed according to recall and comprehension; inquiry skills; value concepts and valuing skills; interdependence of communities in Canada today; lifestyles of Canadians in other times; and lifestyles in culturally distinctive communities. Sample questions are presented to demonstrate the nature and complexity of the test items. A sample question key and the correct answers, the process for obtaining the correct answer, and the curriculum specifications that the item meets are provided. (APG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED281804

Student Evaluation Branch Bulletin
Volume 3 Number 9



STUDENT ACHIEVEMENT TESTING PROGRAM

Grade 3 Social Studies

This bulletin contains general information about the 1984 Student Achievement Testing Program and information specific to the Grade 3 Social Studies Achievement Test.

Additional copies of this bulletin may be obtained by phoning 427-2948.

DISTRIBUTION: Officials of Alberta Education • Superintendents of Schools • School Principals • The Alberta Teachers' Association • Alberta School Trustees' Association • General Public upon Request

November 1983

Alberta
EDUCATION

SO018118

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Shirley Wolodko
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

TABLE OF CONTENTS

	PAGE
PURPOSE OF THE BULLETIN	1
GENERAL INFORMATION	2
Purpose of the Achievement Testing Program	2
Nature of the Achievement Testing Program	2
Students Tested	2
Exemptions from the Achievement Testing Program	3
Students Receiving Instruction in a Language Other Than English	3
Administration of the Achievement Testing Program	4
Reporting the Achievement Test Results	4
DESCRIPTION OF THE GRADE 3 SOCIAL STUDIES ACHIEVEMENT TEST	5
TEST BLUEPRINT	8
SAMPLE QUESTIONS	9
SAMPLE QUESTION KEY AND INFORMATION	31

PURPOSE OF THE BULLETIN

The purpose of this bulletin is to provide information about the Grade 3 Social Studies Achievement Test scheduled for June 12, 1984. The bulletin includes a general description of the Achievement Testing Program, a description of the Grade 3 Social Studies Achievement Test, an outline of the objectives to be tested, and the test blueprint. Sample questions are presented to demonstrate the nature and complexity of the test items.

Teachers are encouraged to prepare their students for the actual achievement test by having them work through the sample questions.

Teachers should also refer to the publication *Grade 3 Curriculum Specifications*, which delineates the specific content and objectives from which test questions for the Grade 3 Social Studies Achievement Test are developed.

If you have further questions or comments regarding the contents of this bulletin, please contact:

Mr. Frank Horvath
Associate Director, Humanities
Student Evaluation Branch
Alberta Education
Devonian Building, West Tower
11160 - Jasper Avenue
EDMONTON, Alberta
T5K 0L2
Phone: 427-5433

or the nearest Alberta Education Regional Office:

Grande Prairie Regional Office
5th Floor
Nordic Court, Grande Prairie
Phone: 539-2130

Edmonton Regional Office
3rd Floor
10053 - 111 St., Edmonton
Phone: 427-2952

Calgary Regional Office
12th Floor, Rocky Mountain Plaza
615 Macleod Trail S.E., Calgary
Phone: 297-6353

Red Deer Regional Office
3rd Floor
4920 - 51 Street, Red Deer
Phone: 343-5262

Lethbridge Regional Office
200 - 5th Avenue South, Lethbridge
Phone: 329-5243

GENERAL INFORMATION

Purpose of the Achievement Testing Program

The purpose of the Achievement Testing Program is to provide educators, trustees, and others with information significant at the provincial and local levels, relative to student knowledge, understanding, and skills acquired in relation to program objectives in selected subjects at Grades 3, 6, and 9. The achievement tests are administered on a cyclical basis in the following four subject areas: language arts, social studies, mathematics, and science.

Nature of the Achievement Testing Program

The achievement tests are specific to the program of studies prescribed by the Minister of Education for each assigned subject and grade level. The curriculum specifications provided by the Curriculum Branch and Language Services Branch serve as the basis for each of the achievement tests. The specifications identify the major content areas, specific objectives within each area, and the emphasis that each is to receive.

Test questions are constructed to reflect the curriculum specifications for a particular grade and subject area. The questions are field tested and the student responses analyzed to determine the discriminating power and difficulty level of the questions. Preparation of the achievement tests involves many practising teachers who participate in item-building, test-development, and field-testing activities of the Student Evaluation Branch.

The final draft of each test is examined by an Achievement Test Review Committee, consisting of representatives from The Alberta Teachers' Association, Conference of Alberta School Superintendents, post-secondary institutions, and Alberta Education. The Committee makes its recommendations to the Director of Student Evaluation.

Students Tested

The Achievement Testing Program is designed to produce results significant at the district level. Except in the large urban school districts, this will require total population testing. Where district sampling is possible and requested by the jurisdiction by April 2, 1984, sampling will be done using the school as the sampling unit.

Exemptions from the Achievement Testing Program

Under normal circumstances, the following classes are exempt from achievement testing:

Special Education classes registered for grants with the Special Educational Services Branch

Classes in which the subject being tested has been cycled and taught in an alternate year

Classes in which the subject has been taught in a semester other than that in which the test is being administered

Classes of students enrolled in English as a Second Language programs receiving funding under *School Grants Regulations* - Section 54(2).

Students Receiving Instruction in a Language Other Than English

Grade 3 Students. Grade 3 students who are receiving instruction in a language other than English in mathematics, science, social studies, or language arts are exempt from achievement testing in that subject.

English Language Arts. Students receiving instruction in a language other than English will be required to write English language arts achievement tests at the Grades 6 and 9 levels only.

Mathematics, Science, and Social Studies. Those students who are receiving instruction in mathematics, science, or social studies in a language other than English at the Grades 6 and 9 levels are exempt from achievement testing in that subject.

French language arts achievement tests and French translations of the mathematics, science, and social studies achievement tests at the Grades 6 and 9 levels, however, will be made available as a service to school jurisdictions for the purpose of gathering information within their jurisdictions. In June 1984, the Grade 6 French language arts achievement test and the French translation of the Grade 9 mathematics achievement test will be available. In June 1985, French translations of the Grade 6 social studies and Grade 9 science achievement tests will be available. Scoring keys will be provided. School jurisdictions will be required to report their results to Alberta Education in a format specified by Alberta Education.

Administration of the Achievement Testing Program

The Achievement Testing Program is administered in accordance with *Examination Regulation 531/82* pursuant to Section 11(1)(g) of the *School Act*.

During 1984 and 1985, the achievement tests will be administered according to the following revised schedule:

	June 12, 1984	June 11, 1985
Grade 3	Social Studies	English Language Arts
Grade 6	English Language Arts	Social Studies
Grade 9	Mathematics	Science

Reporting the Achievement Test Results

The report for general distribution will include only provincial profiles of student achievement and will reflect the major components of each test. In addition, each jurisdiction will receive a district profile of student achievement which will parallel the provincial report. Alberta Education will not issue individual statements of results to students. Student profiles will be returned to the appropriate Superintendent of Schools. Guidelines for interpreting jurisdictional results in relation to provincial norms will also be provided. The superintendent and school board will determine the distribution of system information.

No provincial report will be prepared for any of the French achievement tests.

The results of the 1984 Student Achievement Testing Program will be made available in October 1984.

DESCRIPTION OF THE GRADE 3 SOCIAL STUDIES ACHIEVEMENT TEST

1. The test is based on the *1981 Alberta Social Studies Curriculum*. All test questions are drawn from the content of the three topics prescribed for Grade 3. These topics are: Interdependence of Communities in Canada Today, Lifestyles of Canadians in Other Times, and Lifestyles in Culturally Distinctive Communities. Content emphasis is derived from the *Grade 3 Social Studies Curriculum Specifications*.

2. The test consists of 50 multiple-choice questions to be answered in the test booklet. There is no separate answer sheet.

3. The test will be administered on the morning of June 12, 1984. The total writing time for the test is 60 minutes. Ample time has been provided for most students to complete the test. The test is divided into three equal portions. It is recommended that rest breaks of approximately 15 minutes be given to the students between each portion of the test.

4. Teachers will be requested to read aloud the general directions for writing the test while the students read them silently. Students will be required to read the individual questions by themselves without any help from their teacher.

5. The topics and objectives on which the questions on the test are based are shown in the table below. (See also the test blueprint on page 8.)

Number and Distribution of Questions

Grade 3 Social Studies Achievement Test

	Value	Knowledge	Skill	Total	Emphasis in %
Topic A	2	7	8	17	34
Topic B	2	8	7	17	34
Topic C	2	7	7	16	32
TOTAL	6	22	22	50	
Emphasis in %	12	44	44		100

6. Objectives related to the development of attitudes and participation skills do not form part of this test. The weighting allocated to the development of these objectives in the curriculum specifications has been reassigned to the remaining objectives on a prorated basis.

   Questions based on value objectives relate to understanding values and developing valuing skills.

   Questions based on knowledge objectives are drawn from facts, concepts, and generalizations in each of the three topics.

   Questions based on skill objectives are selected from the inquiry skills.

7. The test is designed to include a number of reporting categories that will form the basis for reporting test results to school jurisdictions. Student achievement will be analyzed and reported according to Reporting Categories 1 through 7:

   #1. RECALL AND COMPREHENSION: Recalls and understands facts, concepts and generalizations

   #2. INQUIRY SKILLS (I): Skills used in the early stages of the Inquiry Process such as identifying an issue and gathering and organizing data

   #3. INQUIRY SKILLS (II): Skills used in the later stages of the inquiry process such as analyzing data and resolving the issue

   #4. VALUE CONCEPTS AND VALUING SKILLS: Knowledge of competing values and value positions and the ability to analyze competing values

   #5. INTERDEPENDENCE OF COMMUNITIES IN CANADA TODAY (TOPIC A): Knowledge of facts, concepts, and generalizations related to the interdependence of communities in Canada today

   #6. LIFESTYLES OF CANADIANS IN OTHER TIMES (TOPIC B): Knowledge of facts, concepts, and generalizations related to lifestyles of Canadians in other times

   #7. LIFESTYLES IN CULTURALLY DISTINCTIVE COMMUNITIES (TOPIC C): Knowledge of facts, concepts, and generalizations related to lifestyles in culturally distinctive communities

   These reporting categories and their relative emphases are shown in the test blueprint on page 8.

8. An attempt will be made to minimize the use of difficult vocabulary. Readability is carefully monitored, both through the involvement of numerous Grade 3 classroom teachers during the test-development process and through the application of the Spache Readability Formula. Allowances have been made for vocabulary specific to the Alberta Grade 3 social studies program. The sample questions that follow indicate the range of reading difficulty that may be expected on the Achievement Test.

9. The curriculum allows for the selection of a variety of communities for study in Topics A and C. Since many different communities will be studied in Grade 3 classrooms throughout the province, it is not possible to test students' recall of specific facts about any particular community. Students will therefore be tested on their recall and comprehension of general information related to the prescribed concepts and generalizations. To do well, students must understand that the community they studied is only one example of many similar communities. For example, the one culturally distinctive community about which they have learned shares many of the same characteristics with other such communities.

10. To avoid the possibility of over-generalizing about the lifestyles of individuals or groups within any one culturally distinctive community, some questions in Topic C will be related to a short reading about an imaginary community.

GRADE 3 SOCIAL STUDIES ACHIEVEMENT TEST BLUEPRINT

CONTENT REPORTING CATEGORY / PROCESS REPORTING CATEGORY	4.B VALUE CONCEPTS: Knowledge of competing values and value positions	5. INTERDEPENDENCE OF COMMUNITIES IN CANADA TODAY: Knowledge of facts, concepts, and generalizations related to the interdependence of communities in Canada today	6. LIFESTYLES OF CANADIANS IN OTHER TIMES: Knowledge of facts, concepts, and generalizations related to lifestyles of Canadians in other times	7. LIFESTYLES IN CULTURALLY DISTINCTIVE COMMUNITIES: Knowledge of facts, concepts, and generalizations related to lifestyles in culturally distinctive communities	TOTAL
1. RECALL AND COMPREHENSION: Ability to recall and understand facts, concepts, and generalizations.	8%	14%	16%	14%	52%
2. INQUIRY SKILLS (I): Ability to use the skills in the early stages of the inquiry process, such as identifing the issue and gathering and organizing information.		10%	6%	8%	24%
3. INQUIRY SKILLS (II): Ability to use the skills in the later stages of the inquiry process, such as analyzing data and resolving the issue		6%	8%	6%	20%
4.A VALUING SKILLS: Ability to analyze competing values.	4%				4%
TOTAL	12%	30%	30%	28%	100%

SAMPLE QUESTIONS

The following sample questions illustrate the nature and complexity of the questions appearing on the test. Background information for each of the questions is provided. In addition to the keyed response, each question is classified according to the topic and objective on which it is based.

Teachers are encouraged to familiarize their students with the type of questions that will appear on the achievement test by having them work through the sample questions.

Please note that this collection of questions does not represent the emphasis of the course. The weightings (or emphases) assigned to the different course objectives for the actual test are contained within the curriculum specifications.

Below is a sample of the directions for answering the multiple-choice questions that make up the test. Teachers will be asked to read aloud these general directions to the class while the students read them silently.

DIRECTIONS

Please read each question carefully.

Choose the BEST answer for each question.

Use ONLY an HB pencil to mark your answers.

Mark the answer by filling in the circle below, or in front of, the correct answer.

MARK ONLY ONE ANSWER FOR EACH QUESTION.

If you change an answer, erase your first mark completely.

EXAMPLE

When people get sick they go to the

O fire station

● hospital

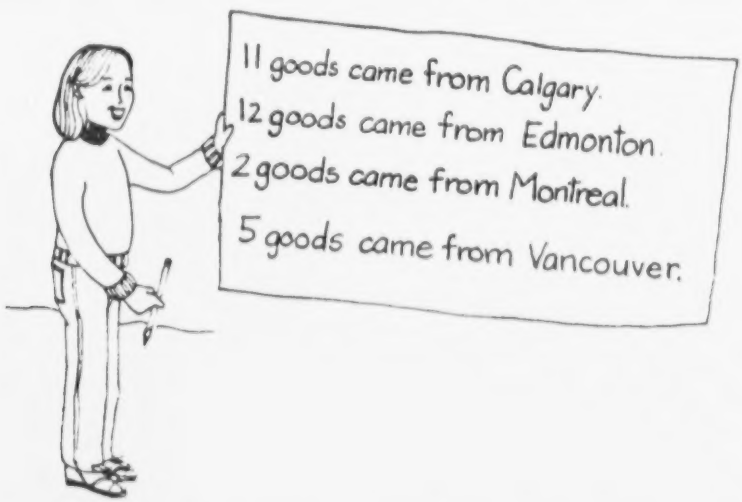
O school

O post office

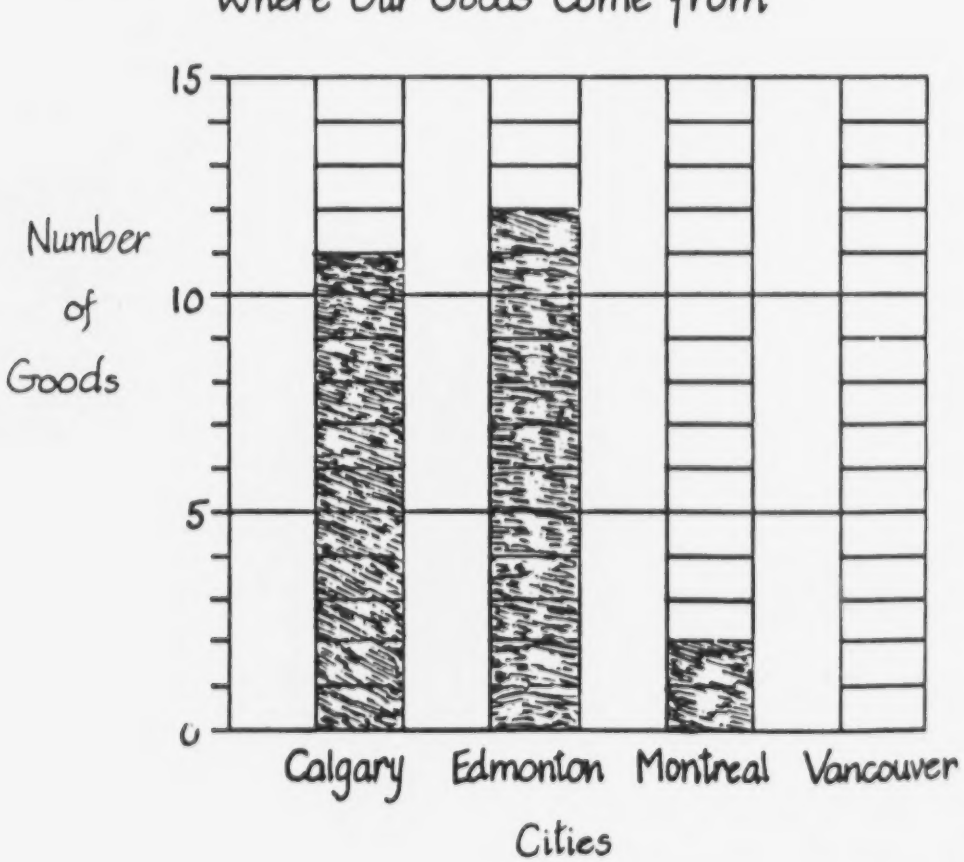
The answer in this example is "hospital." The circle in front of the correct answer has been filled in.

Now try the other questions.

1. Jill looked at the goods in her home. She made a list of 30 different goods and where each good came from.

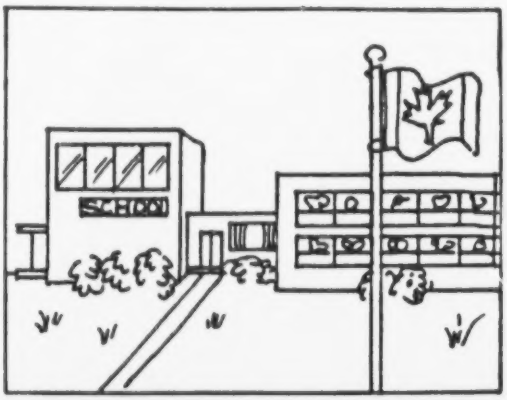


She wanted to make a graph to show the class where the goods came from. Finish the bar graph below for Jill.

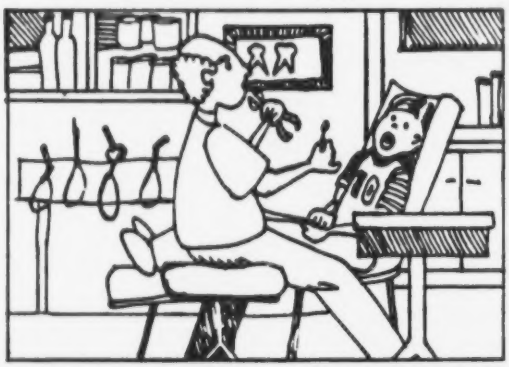


2. Which picture shows only goods?

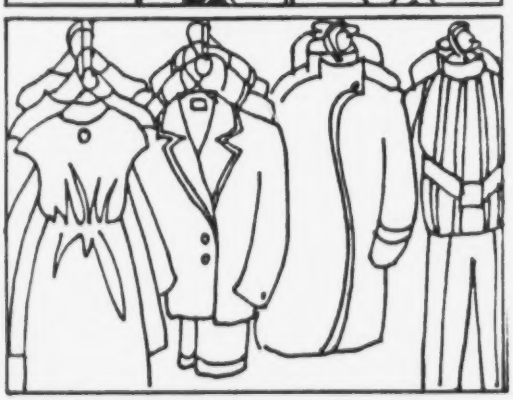
O School



O Dentist

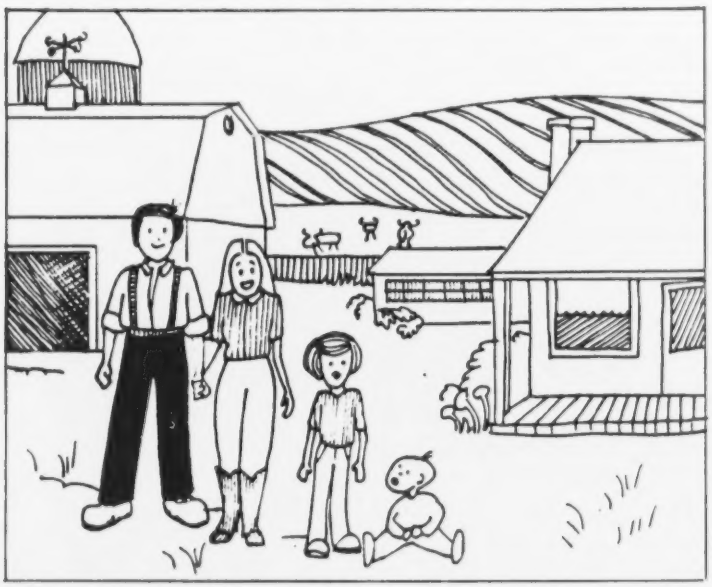


O Clothing



O Forest

3. Jill's family lives on a farm.



They are DEPENDING ON THEMSELVES when they

O buy a car from a neighbor

O eat vegetables from their garden

O send their children to school

O read books from the library

---

4. Jill found 5 goods from Vancouver in her home. Now she wants to know if her community and Vancouver depend on each other.

Which question will help her the most?

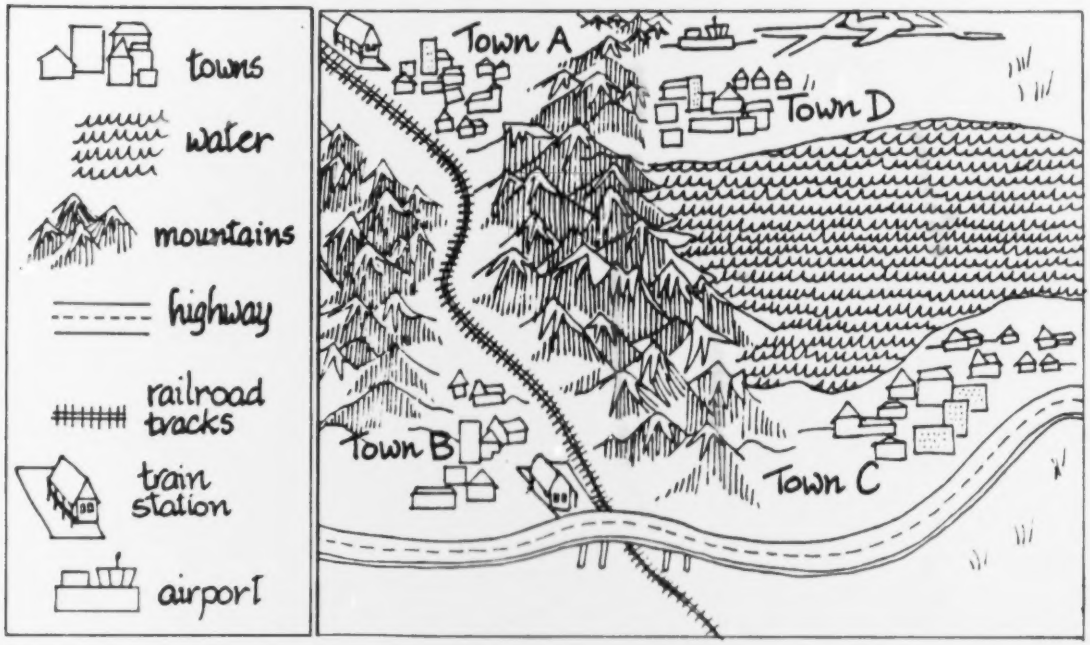
O How far is Vancouver from Jill's community?

O What goods does Jill's community send to Vancouver?

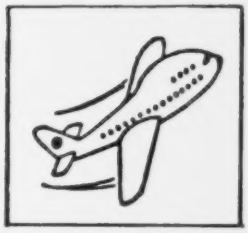
O What food do the people of Vancouver eat?

O How do goods travel from Jill's community to Vancouver?

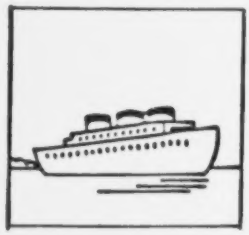
5. Look at the map.



Goods are moved from Town A to Town B by

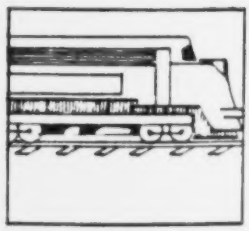


O plane



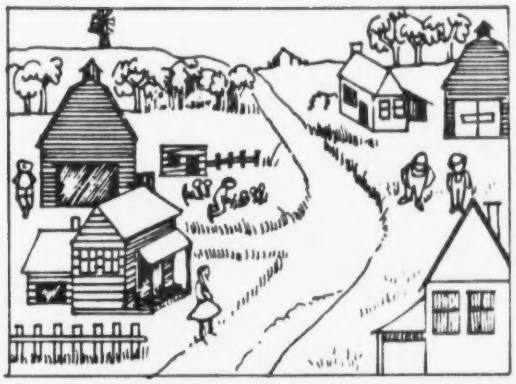
O ship

O truck

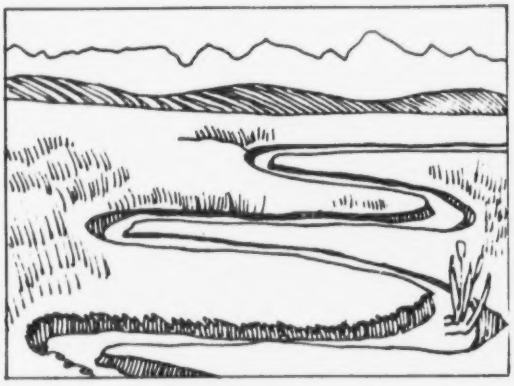


O train

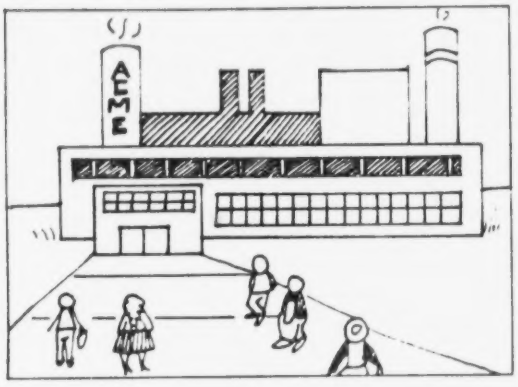
6. Which picture shows a rural community?



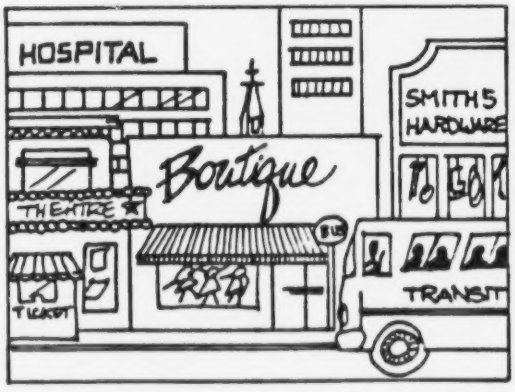
o



o



o



o

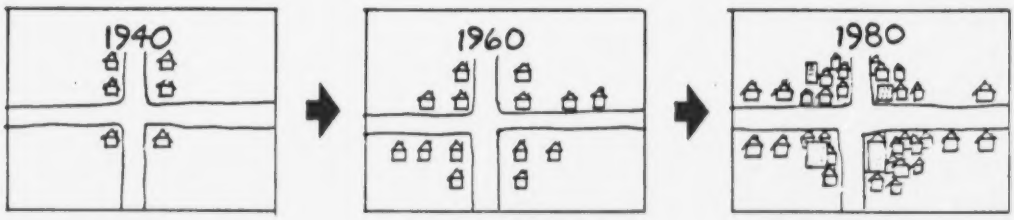
7. Which set of pictures shows a community becoming an urban community?

Legend:

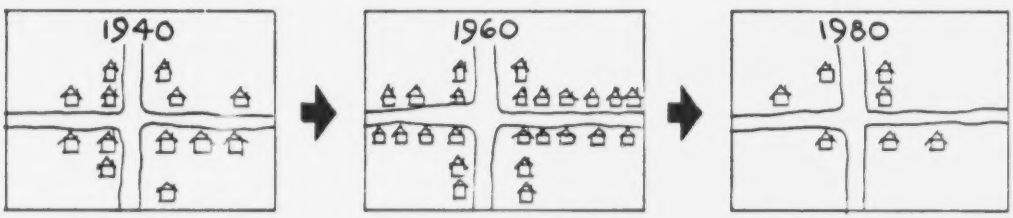
- house roads - apartments

Then ⟶ Now

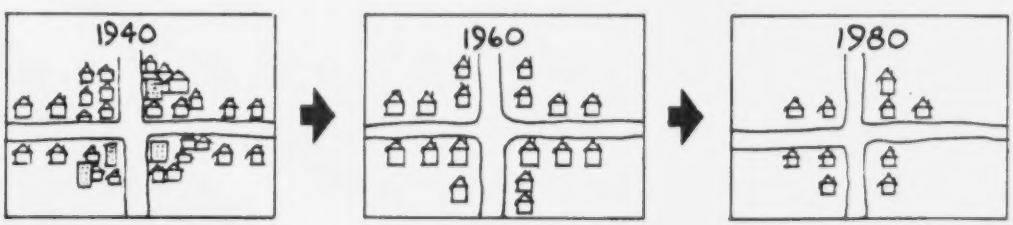
○



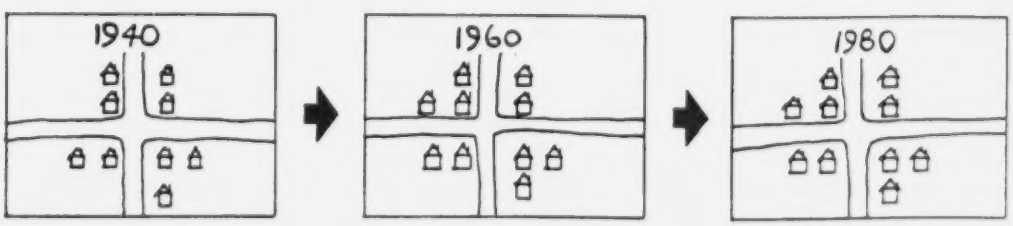
○



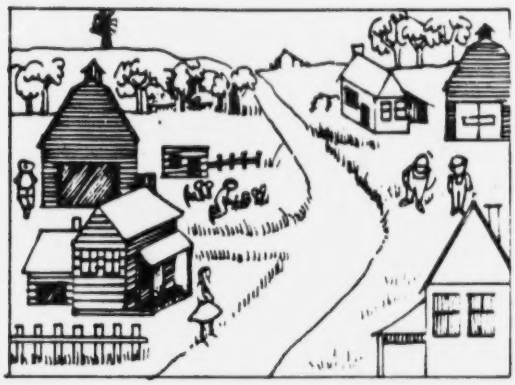
○



○

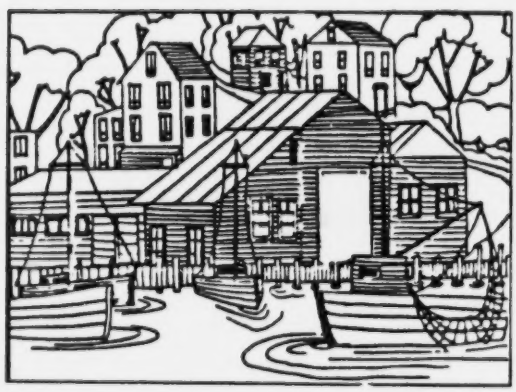


8. Which community has the most services?

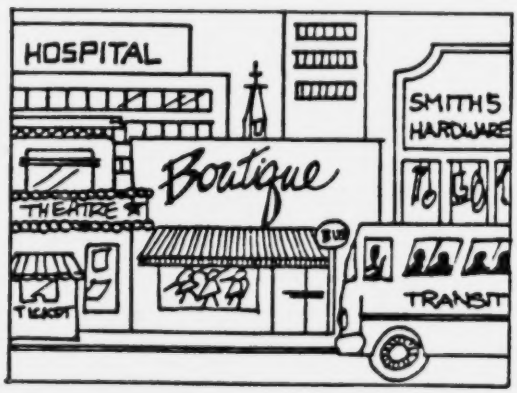


o

o



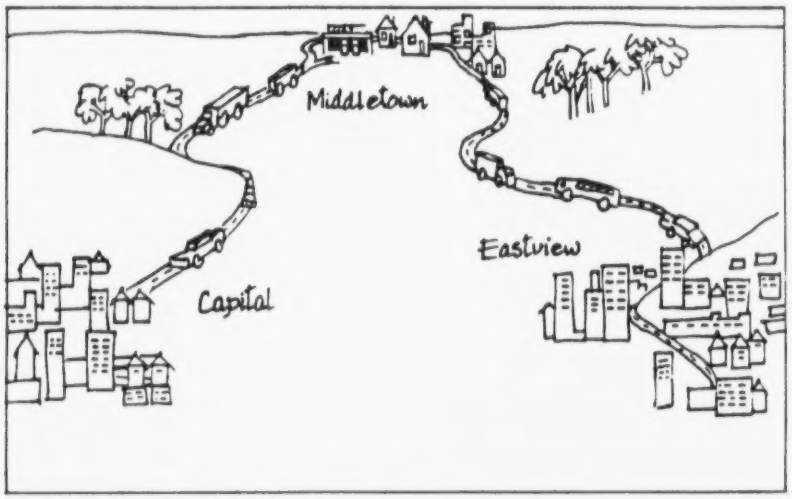
o



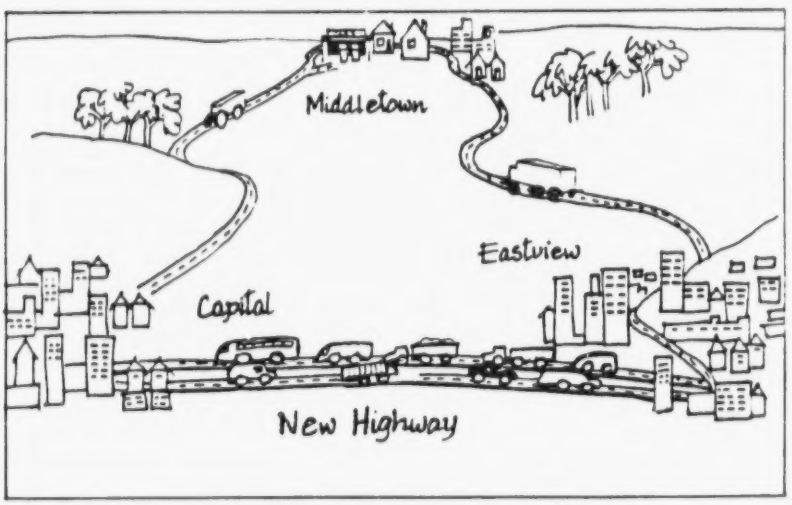
o

9. A new highway has just been built between Capital and Eastview.

before



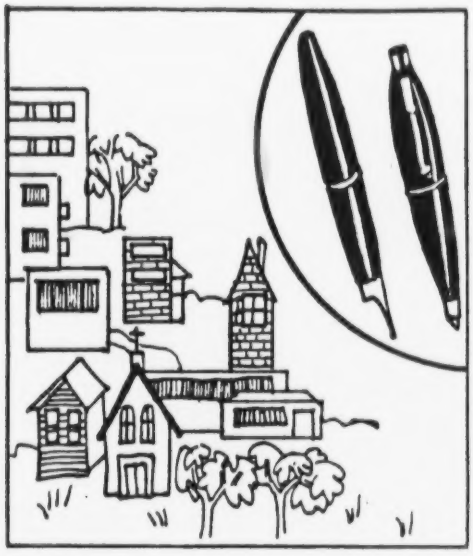
after



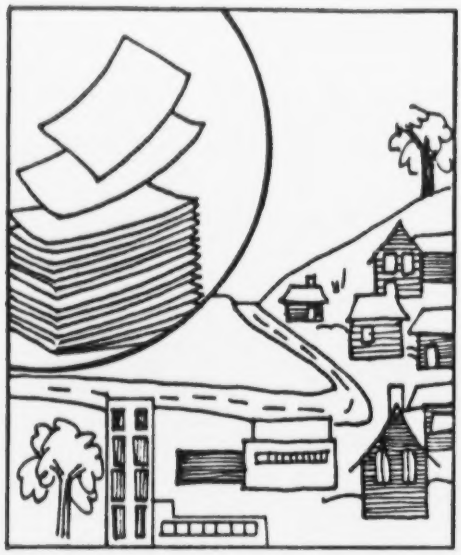
What is most likely to happen now that the new highway is finished?

- O Some gas stations in Middletown will close.
- O Many people will move from Capital to Middletown
- O Capital and Eastview will trade more with Middletown.
- O Middletown will grow into a very large city.

10. Look at the pictures.



In Capital, people make pens.



In Eastview, people make paper.

The two towns depend on each other because the people of each town

- O like to visit each other
- O need the goods made in the other town
- O buy their food from Middletown
- O like to drive on the new highway

ALBERTA SETTLERS

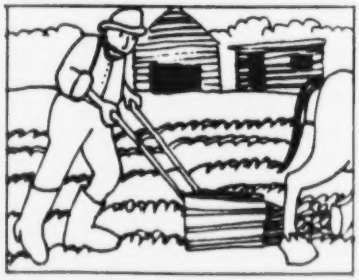
11. Most early settlers moved to Alberta so they could

o live in a big city

o hunt buffalo

o have a barn-raising

o get land for a farm

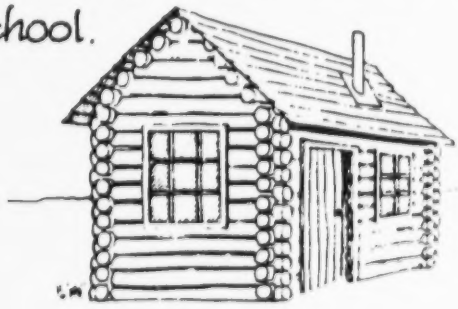


Read the story, then answer questions 12, 13, 14, and 15.

In 1904, the Thompsons came to Alberta. They were the only settlers in their area. In 1908, ten other families settled near the Thompsons.

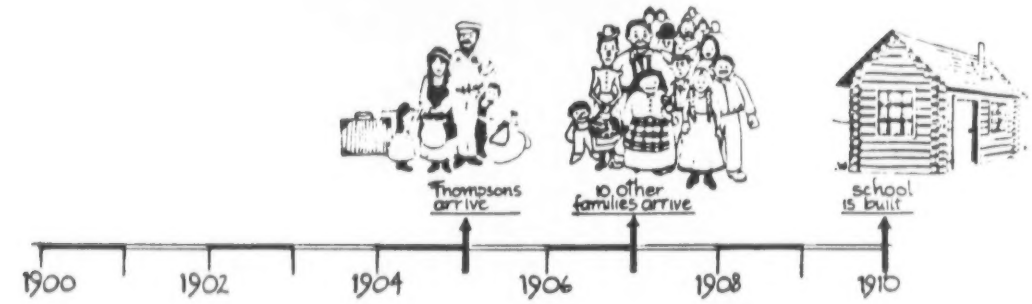
Mrs. Thompson had been a teacher before she came to Alberta. She taught her own children how to read and write. Children in other families were not as lucky.

In 1910, there were enough children in the community to open a school.

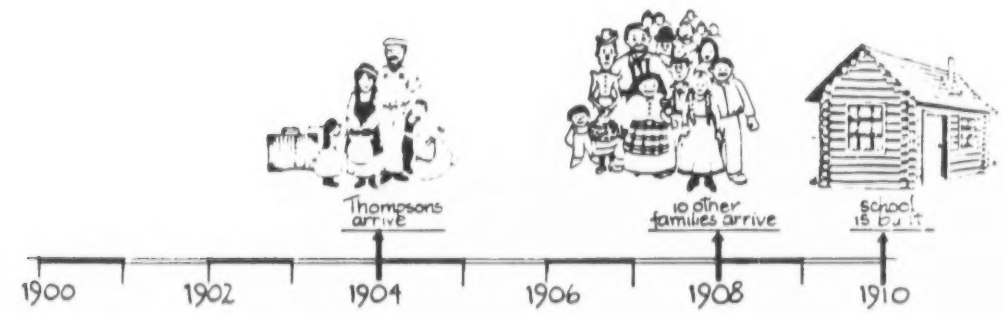


12. Which timeline shows how the Thompson's community changed?

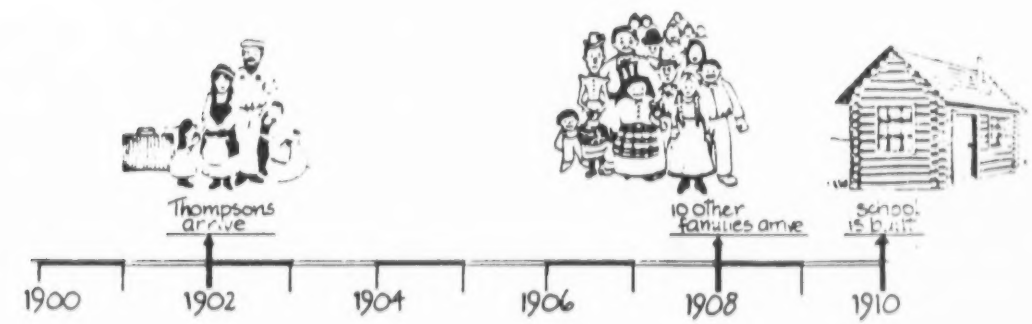
○



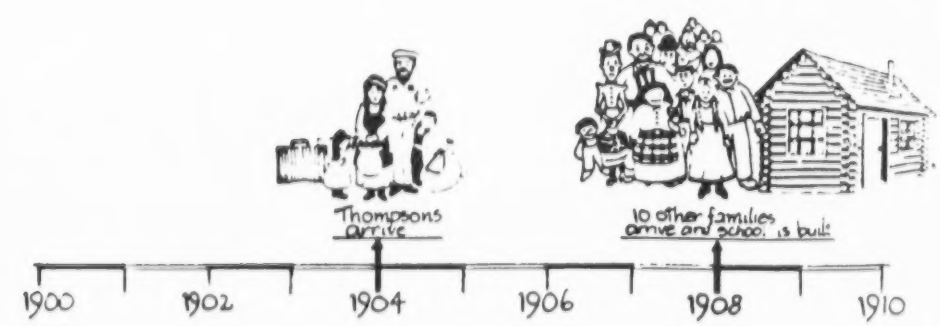
○



○



○



13. Why was there no school in 1904? There were

- O no schools at all in those days
- O only farm families in the area
- O not enough logs to build a school
- O not enough families to need a school

14. In early settler days, what would a family do if there were no school in their community?

- O Hire a builder to build a school
- O Work with their neighbors to build a school
- O Build a school without any help at all
- O Move to a community that has a school

---

15. Mrs. Thompson was asked to be the teacher for the new school.

Mrs. Thompson had to decide whether to teach her own children at home or to

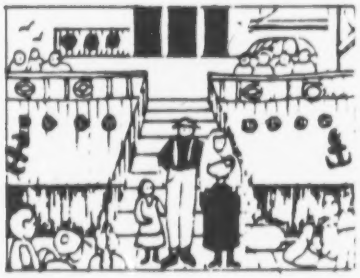
- O teach all of the children of the community
- O send her children to school in another town
- O move to a new community
- O ask her husband to teach their children

16. In early settler days, MOST people got their food by

o buying it from a grocery store

o growing or raising it themselves

o bringing it with them from the old country



o hunting buffalo

17. Life was hard for the settlers because they

- O had to help their neighbors
- O lived too close to their neighbors
- O had to do most of their work by hand
- O did not have a police force in Alberta

---

18. In early settler days, what was one reason why a woman might join a quilting bee?

A Quilting Bee

She could

- O do the quilt just the way she wanted
- O earn a lot of money making quilts
- O visit with her neighbors while working
- O work on the quilt whenever she wanted

19. Read the sentence and look at the picture.

John was very proud of taking care of the chickens.

This shows that John thinks it is important to

O follow the rules

O be fair to others

O work with others

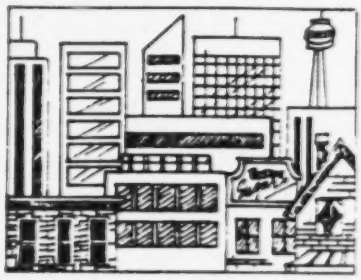
O depend on himself

PEOPLE IN SPECIAL COMMUNITIES

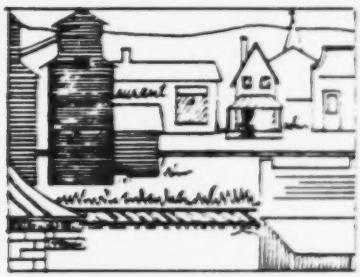
Some people in Alberta live in special communities with their own ways of life. A Hutterite colony is a special community. Chinatown is another special community.

---

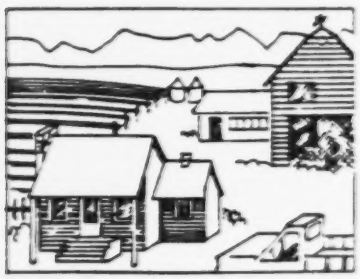
20. Where are special communities found?



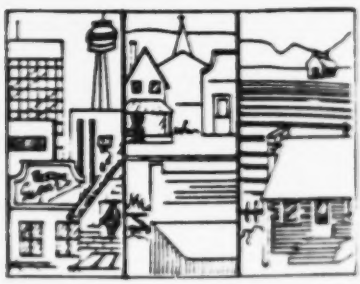
O Only in large cities



O Only in small towns

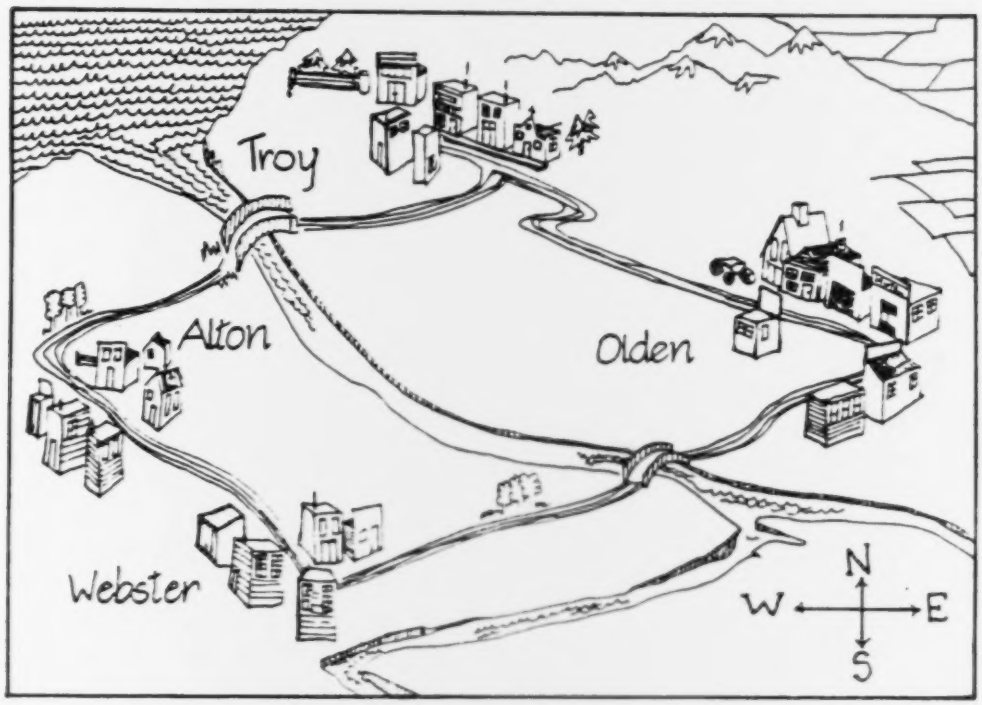


O Only in farm areas



O In large cities, small towns, and farm areas

Imagine that there is a special community in Alberta called Olden.



21. What direction is Olden on the map?

O North

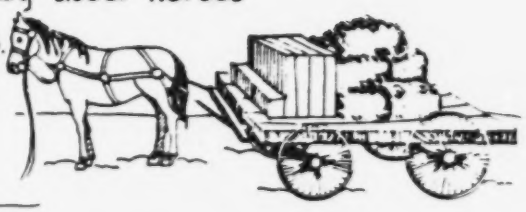
O South

O East

O West

Read the story about Olden, then answer questions 22, 23, and 24.

Most of the people of Olden came from the same village in Europe. When they first came to Olden, they used horses and wagons on their farms. Today they use trucks and modern farm machines.



Everyone in Olden goes to the same church. It is the church of their grandparents. Their church teaches them how to live. They do not believe in going to dances or movies.

For fun, the people of Olden play sports. They like to learn new games. Sometimes they play with teams from other towns.

The people of Olden are also very proud of their customs. They like to speak to each other in their own language. They wear clothes like the ones their grandparents wore many years ago in their village in Europe.

22. What do the people of Olden do about change?

- O They change everything to be like the other communities.
- O They keep everything just as it was in Europe.
- O They try the new ways, but then go back to the old ways.
- O They change some things, but do not change others.

23. What tells us that the people of Olden like to live in a special community? They can

- O use trucks and modern farm machines
- O grow their own food
- O keep their own language and customs
- O visit other towns to play sports

24. A Grade 3 class wanted learn more about the village in Europe from which the people of Olden came.

What is a good way to find out?

- O Talk to the grandparents in Olden.
- O Play a game with the children of Olden.
- O Read a newspaper.
- O Watch a movie.

SAMPLE QUESTION KEY AND INFORMATION

These 24 multiple-choice questions are representative of the types of questions to be found on the Grade 3 Social Studies Achievement Test. The information below includes the correct answer for each item, the process the student will have to go through to obtain the correct answer, and the curriculum specification the item meets.

1. Key Five — The student is required to fill in the correct number of squares on the bar graph. Curriculum specification focus: Topic A, skill objectives - gather and organize data by recording the findings of a survey on a simple bar or pictograph.

2. Key C — The student is required to recognize an example of goods. Curriculum specification focus: Topic A, knowledge objectives - goods and services, examples of goods.

3. Key B — The student is required to recognize an example of self-reliance. Curriculum specification focus: Topic A, value objectives - understanding of self-reliance and interdependence in selected situations.

4. Key B — The student is required to identify an appropriate research question on interdependence between two communities. Curriculum specification focus: Topic A, skill objectives - establish research questions and procedures by suggesting ways to find out about interdependence in one's community.

5. Key D — The student is required to interpret the map to find out how goods would travel between the two communities. Curriculum specification focus: Topic A, skill objectives - sketching routes on prepared maps to show how goods travel between communities.

6. Key A — The student is required to identify an example of a rural community. Curriculum specification focus: Topic A, knowledge objectives - urban/rural communities.

7. Key A — The student is required to recognize an example of urbanization. Curriculum specification focus: Topic A, knowledge objectives - urbanization.

8. Key D — The student is required to recall that urban communities are able to provide more services and to apply this knowledge to the four communities depicted. Curriculum specification focus: Topic A, knowledge objectives - self-reliance, services provided by urban/rural communities.

9. Key A — The student is required to predict the outcome for Middletown of the greater interaction between Capital and Eastview. Curriculum specification focus: Topic A, skill objectives - hypothesizing about the effects that more contact and interaction could have on selected communities.

10. Key B The student is required to understand the concept of interdependence. Curriculum specification focus: Topic A, knowledge objectives - interdependence.

11. Key D The student is required to recall the reason most settlers came to Alberta. Curriculum specification focus: Topic B, knowledge objectives - settlement, reasons for emigrating and immigrating.

12. Key B The student is required to identify the correct timeline. Curriculum specification focus: Topic B, skill objectives - gather and organize data by recording events in the community's history on a simple timeline.

13. Key D The student is required to identify a probable reason for the community changes described in the story. Curriculum specification focus: Topic B, skill objectives - synthesize data by relating causes and effects of community changes over time.

14. Key B The student is required to understand the concept of co-operation and to apply it to the historical situation presented. Curriculum specification focus: Topic B, knowledge objectives - community, ways settlers worked together to build a new community.

15. Key A The student is required to read the story and identify one alternative related to the problem. Curriculum specification focus: Topic B, skill objectives - focus on the issue by paraphrasing the problem and stating two alternatives.

16. Key B The student is required to recall the way most settlers obtained food. Curriculum specification focus: Topic B, knowledge objectives - settlement, ways pioneers satisfied basic needs (food).

17. Key C The student is required to recall a hardship of pioneer life. Curriculum specification focus: Topic B, knowledge objectives - hardships of pioneer life.

18. Key C The student is required to identify an advantage of working with others on a project. Curriculum specification focus: Topic B, value objectives - in decision-making by choosing between the conflicting values of self-reliance and co-operation in situations where both have advantages and disadvantages.

19. Key D The student is required to identify the value underlying a behavior. Curriculum specification focus: Topic B, value objectives - describe examples of personal behavior which reflect the values of self-reliance and/or co-operation.

20. Key D The student is required to recall that culturally distinctive communities can be found in many settings in Alberta. Curriculum specification focus: Topic C, knowledge objectives - culturally distinctive community, location of communities.

21. Key C The student is required to interpret cardinal direction on a simple map to locate a community. Curriculum specification focus: Topic C, skill objectives - gather and organize data by describing the location (of culturally distinctive communities) using cardinal directions.

22. Key D The student is required to recall the ways communities respond to change and to apply this to the example provided. Curriculum specification focus: Topic C, knowledge objectives - interaction and change, ways people respond to change (change in some areas/retain traditions in others).

23. Key C The student is required to recognize a behavior that indicates people prefer living in their culturally distinctive community. Curriculum specification focus: Topic C, value objectives - describe behaviors that indicate some people prefer to live in culturally distinctive communities to maintain their lifestyles while other people prefer to live in modern heterogeneous communities.

24. Key A The student is required to identify an appropriate method of gathering information about a culturally distinctive community. Curriculum specification focus: Topic C, skill objectives - formulate and list research questions to guide information-gathering about culturally distinctive communities.